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ABSTRACT

This bibliography of public policy and general futures literature is intended primarily for educators and educational policy makers in Canada and particularly those who are responsible for shaping education in Ontario. The bulk of the entries are items published in Canada and America between 1970 and 1980. Also included are some selected items published between 1949 and 1969 and several pre-1949 classics. Section I cites books and research on education at all levels and the future. Entries in the second section represent other themes among the general futures literature. Sections three through five cite bibliographies and directories, books and periodicals dealing with policy, planning and future studies. Major subject categories which emerge are: Canadian unity, constitutional reform, politics and government, economics, and social and cultural issues. Other predominant themes include various global views of the future, peace, war, affluence, poverty, development and underdevelopment, the law, crime, violence, communications, technology, learning, health, illness, inventiveness, transportation, growth and its limits, the environment and ecological balance in nature, urban and rural contrasts, childhood, youth, old age, death, life, energy, space, imagination and creativity. The publication concludes with author, sponsoring agency, and subject indexes. (Author/RM)

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PUBLIC POLICY AND FUTURES BIBLIOGRAPHY

A Select List of Canadian, American, and Other Book-Length Materials, 1970 to 1980, Including Highly Selected Works Published Between 1949 and 1969

Compiled by
HUGH A. STEVENSON

SO 012 790

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Hon. Bette Stephenson, M.D., Minister
Dr. H. K. Fisher, Deputy Minister

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Finally, I am grateful for the financial assistance provided by the Research and Evaluation Branch of the Ontario Ministry of Education and for the detailed bibliographic assistance provided by Mrs. A. Holman, Chief Librarian in the Faculty of Education, The University of Western Ontario, and her staff.

Whatever flaws exist in this bibliography, of course, are my own responsibility.

PREFACE

This bibliography of public policy and general futures literature is intended primarily for educators and educational policy-makers in Canada and particularly those who are responsible for shaping education in Ontario. For that reason the number of educational entries is deliberately large by comparison to other categories in the policy literature and futures material. The latter, however, are sufficiently comprehensive to provide users with a reliable overview of the best, most representative futures thought published in books during the last decade and, in a more selective sense, the preceding twenty years.

For readers who need more extensive sources, one section consists entirely of bibliographies and directories and another of periodicals devoted to policy and planning themes and futures studies. A graphic analysis of contents has been included to illustrate, at a glance, several features of the bibliography entries: their date of publication, their national origin, the number of works in each category and totals for the entire collection. As well, four extensive indices have been prepared to make the bibliography as useful as possible for both novices and experienced researchers who wish to use it as a reference source. Each index has been crossed-reference internally and to each other. National and provincial origin or focus has been noted in the entries of the indices where it seemed relevant.

Most of the entries refer to books whose length exceeds 75 pages published in Canada or the United States. A lesser number of titles from other countries has also been included to indicate areas of interest and sources of ideas from outside North America. On an even more occasional basis I have included significant shorter works such as research studies for major commissions and special issues of periodicals. As well, separate sections contain periodicals, directories and bibliographies, and another section lists key books on futures research, forecasting or planning methodologies. Educational and general futures works each are listed separately. At the end of the collection an addendum contains items added to the collection after final preparation of the manuscript had begun.

The first draft of the manuscript was completed in February 1980 and all revisions were finished early in the following June. In this period additions to the collection continued to be made so that the bibliography would be as current as possible when it was published. In fact, several entries refer to important forthcoming works later in 1980 or 1981. For this reason the addendum has three parts and readers will notice spacing inconsistencies in the indices. All entries, however, appear in the indices which are consequently a more reliable guide to contents than simply browsing through the alphabetical lists of entries in each section.

In the case of periodicals the entries are arranged alphabetically by title. Special issues of periodicals are listed the same way but will be located in other appropriate sections of the bibliography. With two exceptions all other entries are collected under a major subject category and appear alphabetically by the author's surname. The exceptions are Canadian federal and provincial government documents which have been grouped for convenience under "Canada" or the name of the province. They are then listed alphabetically by Commission, Department, Ministry or title - whichever designation I felt readers would recognize most easily.

Because of their numbers, and for easy reference, Statistics Canada and Economic Council of Canada publications are listed under those headings alphabetically rather than under "Canada". Where more than one book appears by the same author, in categories other than government publications, the works are arranged so that the book of earliest publication appears first to illustrate the development of an author's interests as they are reflected in the chronological publication of his/her books. Books published in a language other than English appear with their original titles followed by an English translation. Other relevant information to do with authorship or sponsoring organizations, for example, has been included after the title, usually in parentheses, wherever possible.

The bibliography contains 2658 works. Of these 901 are on education, 1467 represent other themes among the general futures literature, 113 are other bibliographies and directores, 67 are methodological books and 117 are periodicals. Each entry, including cross-references in the text, has been numbered to provide a reference point for the index. Multi-volume works where each volume has a separate title are numbered individually and a main entry has been numbered too. For these reasons the total of 2658 works does not correspond exactly to the total of 2665 numbered entries. Among the total works 1754 are Canadian, 747 are American and 157 are from other parts of the world.

For other reasons, too, these figures should be regarded merely as gross indicators of contents. Anthologies and multi-theme works, for example, have been counted only once in an evident major theme category or as part of general futures studies. The entries within the indices are a much more reliable guide to the extent of contents in various categories and within them. Counting them seemed an unnecessary exercise to demonstrate the comprehensiveness of the bibliography which will be judged more accurately, in any case, by those who use it and find it to be helpful as a research tool.

The education section includes an international selection of books on all aspects and levels of schooling with particular attention to Canadian and Ontario works between 1970 and June 1980. The section on general futures literature includes selected entries and a comprehensive range of themes from the global pool of policy studies and futures thinking. Every effort, however, has been made to include significant Canadian works to reflect the intended emphasis in the collection and the immediate interests of those who will likely make most use of it. The collection attempts not only to draw together the Canadian sources but also to integrate these with the broad range of similar literature published elsewhere in the world.

In these respects, the number and origin of items indicates both the national source of most recent work in the field and the use for which the bibliography is intended. There are, however, misleading cues in such gross figures illustrated in the graphic analysis. For example, the number of Canadian entries published in 1972 and 1978 is inflated because I chose to include the extensive research reports published repectively by the Ontario Commission on Post-Secondary Education (Wright Commission) and the Commission on Declining Enrolments (Jackson Commission) in these years. It must be kept in mind too that the United States is the major source of English-language publication in the world and that many books originating elsewhere are reprinted and published in America. Canadian works in both or either English and French have been included.

Perhaps the most central objective of the project has been to put together a collection that provides a selective but reliable guide to the best thought on public policy and particularly on education in the last decade. Of prime concern during the selection were works illustrating influential thought in a given period and books containing useful ideas and information which are still relevant to the future. All of these criteria apply to entries published between 1970 and 1980 as well as those which appeared between 1949 and 1969. Also the latter were included to illustrate what were thought to be significant issues in the preceding two decades, to provide continuity to the collection and to illustrate the thought on some themes or by singular individuals over a longer period than one decade chosen arbitrarily to begin in 1970.

Several pre-1949 "classics", various historical works and an extensive collection of works on Canadian educational history have been included for the above reasons too. This periodization increased the comprehensiveness of the collection in two important ways. It made it possible to include selections from time periods which produced most modern thought on education and the years in which futures studies or, phrased differently, public policy studies emerged as areas of popular and scholarly interest in various parts of the world.

Since the major sections of the bibliography are not divided into many sub-categories, special mention of the contents of the general futures literature section may be useful. In general, the scope of the books included was chosen to provide a comprehensive futures bibliography. The only major themes not included here are collected elsewhere in the bibliography under broad headings such as education or periodicals.

No distinction has been made regarding types of books as part of the selection criteria. All types have been included - monographs, anthologies, reports, collections, conference proceedings and so on. With the exception of The Canadian Association for Futures Studies conference tapes and one other source, non print sources were excluded but a bibliography of films is noted so that these important sources are not ignored totally. Some audio tapes, films and games are listed too in The World Future Society Catalog..., No. 2665. Similarly, with one or two exceptions, only Canadian science fiction and utopian works are included; references for the more extensive global literature in these areas may be found among the bibliographies.

Major subject categories which emerge are: Canadian unity, constitutional reform, politics and government, economics, social and cultural issues as well as many projections of various kinds which are demographically based in many instances. Other predominant themes are somewhat more universal and classical in an historical sense: various global views of the future, peace, war, affluence, poverty, development and underdevelopment, the law, crime, violence, communications, technology, learning, health, illness, inventiveness, transportaton, growth and its limits, the environment and ecological balance in nature, urban and rural contrasts, childhood, youth, old-age, death, life, energy, space, imagination, and creativity - a collage of worldly and other worldly considerations which have affected mankind in the past and which will continue to shape and be shaped by human beings as the present becomes the future. All of them embody stark contrasts, risks and choices among complex alternatives.

Together and individually the significance of these themes makes intelligent decision-making imperative by individuals and those who represent them in forums where decisions for the collective welfare are deliberated, debated and implemented. In these respects this compilation of books attempts to illustrate, selectively yet comprehensively, current thinking on what is important for the future.

Finally, the collection, of course, is by no means complete; my own biases and errors of judgment and the difficulty of locating all such sources of information make bibliographic work a very imperfect art. Despite such disclaimers one nevertheless hopes that readers will find the collection's strengths more obvious than its weaknesses.

Hugh A. Stevenson
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N6G 1H1
June 12, 1980

ABBREVIATIONS

ACCC	Association of Canadian Community Colleges
AUCC	Association of Universities and Colleges of Canada
c.	about
CAUT	Canadian Association of University Teachers
CCM	Canadian Consultative on Multiculturalism
CEA	Canadian Education Association
CELDIC	Commission on Emotional and Learning Disorders in Children
CIDA	Canadian International Development Agency
Co.	Company
CODE	Commission on Declining Enrolments (Ontario)
Comp.(s)	Compiler(s)
COU	Council of Ontario Universities
CSSE	Canadian Society for the Study of Education
CTF	Canadian Teachers' Federation
Ed.(s)	Edition(s)
Ed.(s)	Editor(s)
_et_. _al_.	and others
Hon.	Honourable
Ltd.	Limited
n.d.	no date
n.e.	no editor
NIEO	New International Economic Order
No.(s)	Number(s)
n.p.	no publisher
OACD	Ontario Association for Curriculum Development
OCUA	Ontario Council on University Affairs
OISE	Ontario Institute for Studies in Education
O.P.	Out of Print
OSSTF	Ontario Secondary School Teachers' Federation
OTF	Ontario Teachers' Federation
p.	page
pp.	pages
Rev.	Revised

ABBREVIATIONS CONT'D

Rt.	Right
RIO	Reshaping the International Order
SSHRCC	Social Sciences and Humanities Research Council of Canada
UNESCO	United Nations Education, Scientific and Cultural Organization
US	United States of America
Vol.(s)	Volume(s)

CHARTS

GRAPHIC ANALYSIS OF CONTENTS:
POLICY, PLANNING AND FUTURES STUDIES LITERATURE

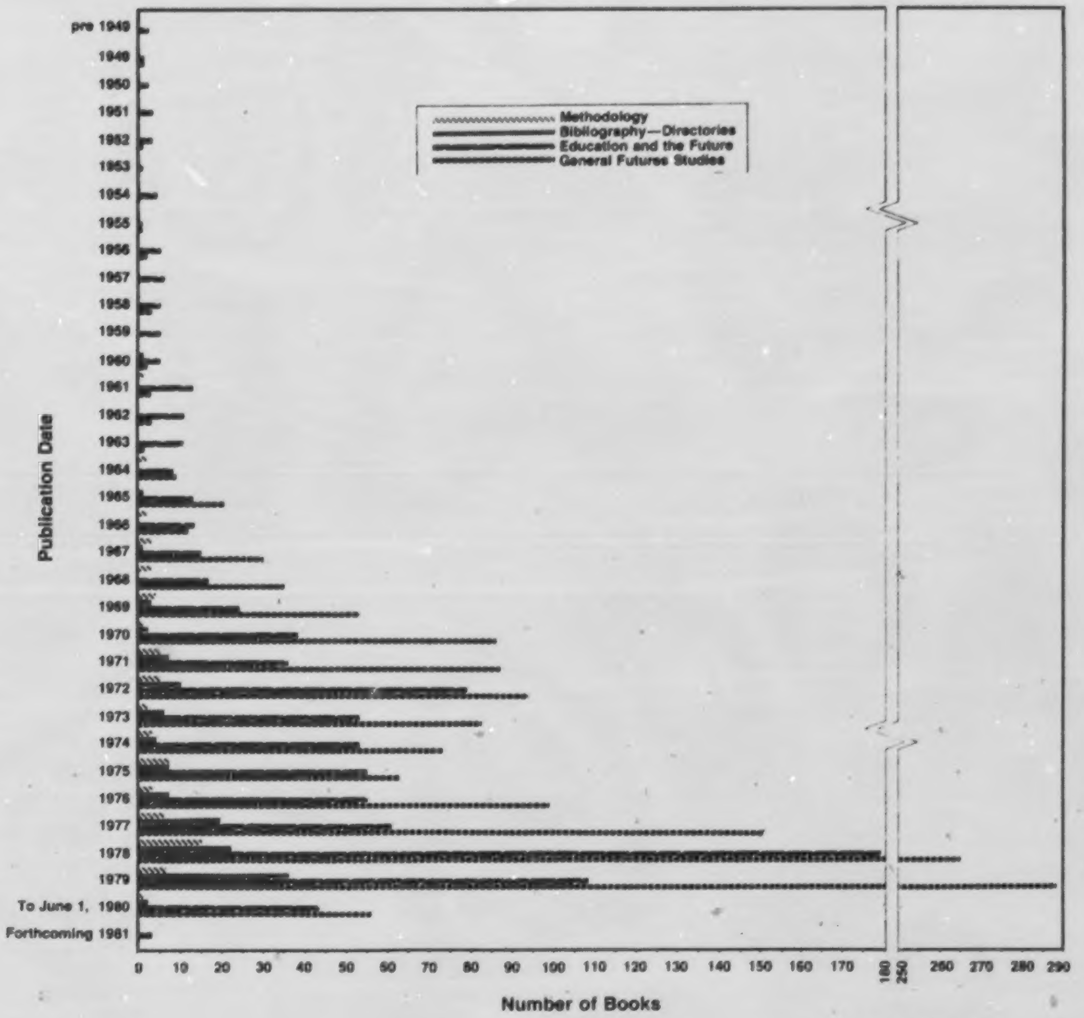
FIGURE 1 Total Contents - Less Periodicals: Distribution By Theme and Year Of Publication xiv

FIGURE 2 Total Contents: Distribution By Nature and Theme Of Publication xv

FIGURE 3 Total Contents: Distribution By National Origin Of Publication - Authorship xv

Figure 1

Total Contents—Less Periodicals: Distribution By Theme And Year of Publication



Graphs - Graphic Company, London Ontario

Figure 2

Total Contents: Distribution By Nature and Theme of Publication

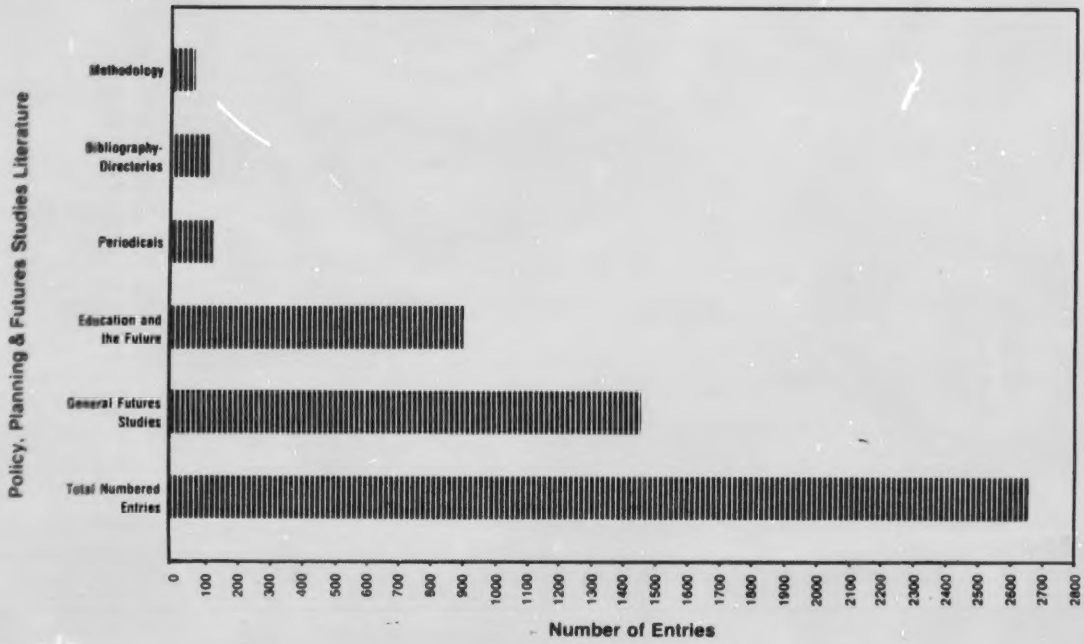
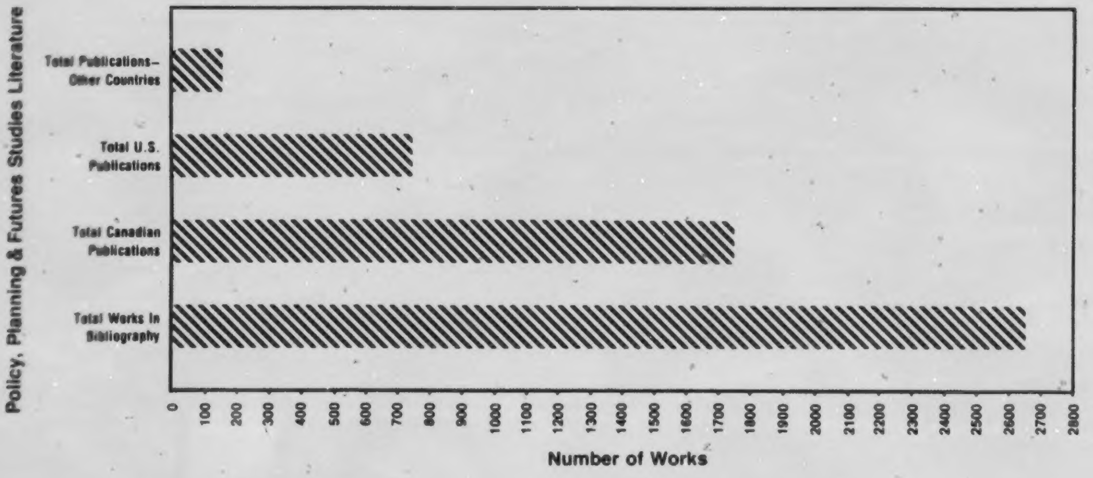


Figure 3

Total Contents: Distribution By National Origin of Publication—Authorship



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I EDUCATION AND THE FUTURE:
ISSUES, IDEAS AND ALTERNATIVES

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VI ADDENDUM

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